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ABSTRACT

The annotated bibliography contains 98 citations of journals, newspapers, and government publications from Pakistan published during January through March, 1977. Entries are arranged alphabetically by author in 28 categories: administration, organization, and financing of education; childhood education; curriculum; development of education; educational goals; educational planning; educational reforms; elementary secondary education; health education; higher education; history of education; teaching of languages; libraries; literacy; medical education; philosophy of education; professional education; psychology; science education; sociology; students' problems; teacher education; teachers; teaching methods and media; technical education; women's education; general; and a special section on examinations. A writers' index concludes the document. (AV)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS IN PAKISTAN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. MALIK, Akhtar. Predicament of a College Principal --- Pakistan Times (Rawalpindi) January 23, 1977.

Here are a number of questions raised by the principals, parents, student leaders, educationists, administrators; sociologists and psychologists. 1. What do a college principal and his staff do when their senior most class decides to abstain from a test only two days before it is scheduled to open? 2. What do we say when some students boldly declare that they would manage to pass or even secure a second division in the university examination? 3. What do we do with the fake medical certificates that registered medical practitioners issue for the exact duration of the examination to the students who are quite hale and happy? 4. What do we do when we write to the parents of all the students informing them of the boycott by their sons, but only three out of a total of sixty parents care to acknowledge the letters and express sympathy with us?

Even if we decide to take the extreme step, a) will the students accept it lying down? b) will the parents support and uphold our action? c) will anyone from the public and press rise to protect and support us? d) can we afford confrontation and invite trouble at the most crucial time of the year when only three months are left for the public examination? e) will the parents and guardians continue to act as "sleeping partners" in the matter of their childrens' education and like the teachers to play the policemen? It is hoped that answers will be found to these vital questions.

2. SHAH, Asker Ali. Federal Educational Institutions --- Khyber Mail (Peshawar) December 22, 1976.

Federalization of schools and colleges across the country has been long enough with us to judge its utility and evaluate its performance and prospects. This is all the more desirable for this province which has the largest number of such institutions.

Federal institutions are controlled directly from Islamabad in matters such as staff, syllabi, textbooks, vocations, examinations, etc. There are certain gross incongruities within the federal system itself, such as the fact that schools stuck deep in Waziristan or Bajaur have to conform to the same code of principles and practices as is laid down for Islamabad, Lahore and Karachi. This may not be a workable proposition in the final analysis. The longer the delay in reforming the system, the more difficult would be its rectification.

There is also the question of staffing and supervision. There are already subdued murmurs that things are not working the desired way.

CHILDHOOD EDUCATION

3. PARVEEN, Abeda. Waldain Ki Zimmedari (Responsibility of Parents) --- Akhbar-e-Khawateen (Karachi) January 29 to February 4, 1977 (U).

School education greatly influences the life of a child. Whatever is taught to the child is stored up in his mind. Good education, therefore means the nature and quality of education that brighten up not only the immediate educational carreer but also his future life. Teachers and parents both play an important part in the life of a school going child.

But unfortunately, with us, parents seem to have no sense of their responsibility, in this matter. They just admit their children to the school and then forget everything about it. They bother neither to care for the progress of their children in their schools, nor take the trouble of looking at their annual educational reports. When a child fails in the annual examination, they conveniently shift the blame to the teachers. They should realize that the responsibility for the failure of their wards lies as much on their own as on the shoulders of the teachers.

CURRICULUM

4. ABDUR RAHMAN, Malik. B.A. Economics Ka Naya Syllabus (New Syllabus for B.A. Economics) --- Musawat (Lahore) January 15, 1977 (U).

The syllabus for B.A. Economics is to be revised. Here are some suggestions in this regard: 1) New Syllabus is somewhat lengthy and tough. The chapter on Mathematics and Statistics, in particular, is very difficult for the students. The syllabus, therefore, needs to be shortened and made easy. The best course would be to omit the paper on Mathematics and Statistics from the syllabus. 2) Mathematics and Statistics are taught as separate subjects in all colleges. The students who like to study these subjects can read them with Economics. 3) The new syllabus of Economics also is difficult. The students should be first given a good grounding in this subject. 4) Only 10 per cent of graduates go in for higher education, while 90 per cent give up their education after graduation. Therefore, Mathematics should

not be made an essential part of Economics. 5) The syllabus must be brief, interesting, and useful to the students. 6) More emphasis should be laid on the economic conditions and problems of the country. 7) Economic theory of Islam should be included in the syllabus.

DEVELOPMENT OF EDUCATION

5. KHATTAK, Jamshed Khan. Educational Development in Tribal Areas --- Khyber Mail (Peshawar) March 17, 1977.

Under the new education policy all high schools are being provided with facilities of technical education. Five technical workshops are under construction in the Kurrum Agency for imparting such trade-oriented training. Keeping in view the interests the country's largest profession, i.e., agriculture, it has been decided to start agriculture classes in each school of the federally administered tribal areas. About a dozen adult education centers have been opened in federally administered tribal areas for imparting education to the uneducated classes of society. Every adult-center has been provided wireless receiving set and other educational material. Buildings for 23 high schools are under construction. During the current financial year, 5 Inter Colleges have been established, and residential accommodation for the teachers and the staff is under construction. With the increase in the number of schools and students it has become necessary to impart training to large number of teachers.

6. SIDDIQUI, Iqbal Ahmad. Development in Educational Field in N.W.F.P. --- Khyber Mail (Peshawar) February 5, 1977.

Much attention was paid to the expansion of education in the North-West Frontier Province of Pakistan. Financial allocation for the year 1976-77 was 70.90 million rupees as against 30.4 million rupees for the year 1971-72. These sumptuous grants generated brisk development activities in the N.W.F.P. New primary schools were opened, many primary schools were upgraded to the level of middle schools and middle schools were raised to the level of high schools in the province. In the Bannu district alone 37 primary schools were constructed and fully equipped during the last five years. Two existing primary schools were upgraded to the level of middle schools, and one middle schools was raised to the level of high school. Additional accommodation was provided in five high schools. Hostel

facilities were arranged for one high school, and science laboratories/technical workshops were provided for two high schools.

EDUCATION GOALS

7. AHMAD, Munir D. Education --- Dawn (Karachi) January 28, 1977.

The basic philosophy of education is to bring enlightenment to human beings, to free them from superstition, and to open new vistas of happiness to them. The present-day school system has failed badly in its function. The process of de-schooling of the society is long overdue. For the time being, we shall have to live with this highly discriminating, unsocial, and utterly impotent school system. What is urgently needed is to conduct educational research on national level, keeping in view our traditions, environment, and potentialities. Preparation of new textbooks in the light of new research is an important probing into new communication channels. Methods of teaching and learning should be brought in line with the temperament of our people. This would, in fact, necessitate re-orientation of all persons who are entrusted with the task of teaching.

8. HUSAIN, Waheed. Kirdar Sazi Mein Ta'aleem Ki Ahmiyat (Importance of Education in Character Building) --- Qaumi Ta'aleem (Karachi) 1975-76: 141-142. 1976 (U).

Education is the supreme ingredient in character building. The secret of the advanced nations' success in modern times lies in their good teachers and good system of education. Education is like light that shows the right path. Without education we are bound to lose our way. Acquisition of knowledge is not an individual but a national problem. Only individuals of healthy character make a healthy nation.

Education is as important for women as for men, because both have an equal share in the building of the nation's future. A well educated woman is in a better position to build the character of the child than a man. Islam also enjoins acquisition of knowledge both on men and women.

9. SHAD, Ziaul Haq. Hamara Nizam-e-Ta'aleem (Our Education System) --- Qaumi Ta'aleem (Karachi) 1975-76: 143-147. 1976 (U).

Pakistan was established in the name of Islam, but today the whole nation seems to have forgotten what Islam stood for. We

We are now living in a world of narrow interests with no moral values and traditions. This downward journey is the direct result of the educational system we inherited at the time of independence. Our misfurtune is that we never thought of giving it up even after our national independence. This system has created an army of clerks but has dismally failed to enrich the mental horizon of our educated class.

The present maladies and their remedies are discussed under the headings: 1) determination of the objectives; 2) abolition of the difference between the secular and the non-secular; 3) character-building; 4) primary and secondary education and curriculum; 4) co-education; 5) defective curriculum.

10. SHAUKAT (Mrs.) Nasim and others. Ibtedai Ta'aleem Kay Maqasid Aur Unkay Husool Kay Zarai (Objectives of Primary Education and Means to Achieve them) --- In: Mubadiyaat-e-Ta'aleem, 29-51. Lahore, Sh. Ghulam Husain and Sons. 1976 (U).

The objectives of primary education should be determined in the light of the national objectives of education. In this connection four important factors of education are mentioned: 1) correct understanding; 2) good conduct; 3) healthy likes and dislikes; and 4) useful accomplishments. These four factors are briefly discussed. After we determine the basic aims of education, the question arises how to achieve these aims. These are achieved through curricular activities.

Along with curricular activities, co-curricular activities play an important role in the fulfillment of the aims and objectives of education. It is pointed out how to organize the co-curricular actives so as to bring about a healthy development of the personality of the child.

11. SHAUKAT (Mrs.) Nasim and others. Nazariyae Pakistan Aur Qaumi Maqasid-e-Ta'aleem (Ideology of Pakistan and National Objectives of Education) --- In: Mubadiyaat-e-Ta'aleem, 14-28. Lahore. Sh. Ghulam Husain and sons. 1976 (U).

The process of education takes care of the needs of both the individual and society. Social setup is as important as the individual, because the former determines the needs of an individual. In other words, the nature of the society determines the type of education for the individual member of that society.

When we come to discuss national education in the context of Pakistan, we naturally turn our attention to the ideology of

Pakistan. The ideology of Pakistan is the basis on which we construct the whole edifice of education in Pakistan. The subject is discussed in detail under the headings: 1) philosophy of life and education; 2) explanation of the ideology of Pakistan; 3) elements of the ideology of Pakistan; 4) demands of the ideology of Pakistan; 5) objectives of education; and 6) national objectives.

EDUCATION PLANNING

12. HAIDER, Ali. For More Technologists --- Morning News (Karachi) February 19, 1977.

Three new universities, two engineering and one agriculture, will start functioning in Sind from March this year. These universities would open the doors of education in the province to a great number of aspiring engineers and agriculturists. These new institutions will go a long way in easing the increasing pressure on the existing number of universities.

The need of the hour is purposeful education. The country urgently needs armies of engineers, scientists, agriculturists, technicians, skilled artisans to man the gigantic development programs planned by the government. All unnecessary wastage in the field of education has to be stopped forthwith.

13. IQBAL, Zafar. New Colleges --- Pakistan Times (Rawalpindi) January 28, 1977.

The Punjab Government has opened 10 new intermediate colleges in the province to provide more educational facilities to students. The existing colleges in the province can turn out the required number of qualified young men for different vocations. Any increase in the number of colleges will only add to the number of unemployed educated labor force. The huge amount of expenditure may not thus yield commensurate returns.

We have an acute shortage of subordinate staff in our medical services. The opening of three paramedical schools instead of intermediate colleges may yield better returns. The young men who qualify from these schools will make up the shortage of trained staff in our hospitals. Moreover, qualified young men from such schools will readily agree to serve in the rural areas.

14. KHILJI, Hasan Zeb Zahid. Co-education. --- Khyber Mail (Peshawar) March 29, 1977.

There are some difficulties in the way of introducing and managing co-education in the country. The greatest difficulty is the risk of indiscipline. When young inexperienced people of both sexes are brought into close contact with one another, some undesirable consequences are bound to arise. But these difficulties are not insurmountable. Elders, both at home and in school, can exercise a healthy control on the behavior of their wards.

The teachers and parents should cooperate in framing suitable rules of conduct aimed at minimizing the risk of indiscipline. Surely, the advantages of co-education outweight its disadvantages. The greatest merit of co-education is that it broadens the outlook of both sexes by bringing them together and developing sympathetic understanding of one another. The best stage for introducing co-education is the primary stage.

15. MAHMOOD, M. Osman. Education Policy --- The Sun (Lahore) March 20, 1977.

The following are the suggestions with regard to the revision of the education policy and the budget of Pakistan. Pakistan is a poor country in so far as its natural resources are concerned. But it is rich in the manpower resources, both skilled and semi-skilled, that it produces every year. To curb this production at any level is harmful. The Federal Government should, therefore, consider the advisability of allowing admission to medical, engineering, technical, and agricultural institutions, for every student who spends 4-5 years in his studies. The students after spending 4-5 years in studying the subjects of their choice are deprived of admission to the institutions for one or the other on the following reasons: 1) He has not passed in the first division. 2) He does not fulfil the conditions of the prescribed [illegible] quota). In this way, large number of meritorious students are deprived of the career every year. So, it is recommended that 1) the quota system be abolished and all students be given admission to the various institutions irrespective of caste and creed, division and domicile; 2) sufficient provision in the budget be made for opening additional engineering, technical, and agricultural institutions; and 3) the new institutions be equitably spread all over the country in proportion to the population of each locality.

16. ZUBERI, Razia. Hamara Nizam-e-Ta'aleem (Our Education System) --- Jang (Rawalpindi) February 11, 1977 (U).

While multiplying the number of educational institutions in the

country care should be taken that our system of education is steamlined and modernized. At present, our country is suffering from low percentage of literacy and an outdated system of education. What is imperative now is to make technical education compulsory in our schools.

No student, who does not hold a diploma or certificate of technical education, should be admitted to the college. Purposeless education should be stopped immediately. So long as the students are not aware of the aims of their education, their future will remain uncertain. This is an age of science and technology, and in order to cope with the situation, our students have to be encouraged by all available means to go in for technical education.

EDUCATION REFORMS

17. FAREED, Razia. Ta'aleem Ka Me'yaar (Standard of Education) --- Akhbar-e-Khawateen (Karachi) January 29 to February 4, 1977 (U).

With a view to improving the standard of education in the country, the government nationalized all private schools and made education free upto class VIII. But this reform, important as it was, yielded no positive results. Oddly enought, the teachers, who were given better scales of pay after nationalization, gave up taking interest in their profession and in their students. While free eudcation brought welcome relief to the poor parents the rise in the pay and status of the teachers made the teaching staff all the more irresponsible. The standard of education started falling, and the percentage of failures began to soar.

The case of the children whose parents are not educated is doubly pitiable. They are the worst sufferers. The number of illiterate adults is more or less 40 million, and is rising with the growth in population. So long as our teachers refuse to be sincere to their profession, the standard of education will continue to fall. It is high time the government took suitable action in the best interest of the nation.

18. FAROOQ, Mohammad. Ta'aleemi Nizam (Educational System) --- Mashriq (Lahore) March 14, 1977 (U).

The present system of education is in the doledrums, and nothing has been done so far to reform it. There is a continuous demand for making the system suitable to our conditions and national requirements, but, unfortunately, no serious thought has been

given to this demand. All that is done is to make a few sporadic efforts to reform the system of education and prepare new syllabi to meet the immediate requirements. But even these half measures founder on the rock of red-tapism.

What is, therefore, suggested is to streamline the whole system of education without further delay. More serious attention must be paid to reform the present system of examination. Majority of students either take the help of guides or resort to unfair means in the examination halls. Thus, the students who complete their education this way make a poor show when they start their practical life. It is also suggested that separate curricula should be prepared for male and female students, as the requirements of the two groups are quite different.

19. NASEER, S.M. Need for Radical Change in System of Education --- Dawn (Karachi) January 16, 1977.

It should be noted that no educational reform can bear fruit and the deterioration in the academic standards arrested, if the foundations of primary schooling is weak. A look at the government expenditure on education shows that there has been an increase by 144 times in the expenditure on colleges and universities, whereas the expenditure on primary education has gone up only 30 times during 1947-48 and 1973-74. Another vexed question is that which relates to educational curricula in our country. These curricula are said to have failed in creating a scientific outlook.

The education policy is right in its analysis that the existing system of examinations is one of the root causes of the general decline in our education system. Neither the teacher nor the student is interested in the textbooks and original works.

In order, therefore, to improve the present standard of primary education, the minimum qualification required of a primary school teacher should be intermediate with two years training. For high school teachers, it should be two years' degree course in education. College and university teachers should also be asked to acquire a degree in pedagogics, and pedagogical institutions should be opened as envisaged in the Education Policy. No improvement in academic standards is possible without a thorough reform of the system of education itself.

20. RIZVI, Nasir. Ta'aleemi Me'yaar (Standard of Education) --- Imroz (Lahore) March 25, 1977 (U).

In order to make education meaningful and purposeful, the

important thing is to create a living interest in the students in the educational activities. The purpose of education, so far as the students are concerned, cannot be fulfilled either by memorizing the textbooks or by obtaining degrees. So, in almost all developed countries, special attention is paid to the promotion of creative capabilities of the students.

The system of teaching in our schools does not fulfil this purpose. The students in our schools are content to listen to their teachers in the classroom and memorize their lessons. It is clear that reading does not influence their personalities as it should do. Generally students are given home work. This practice too does little to improve their personalities. The same is true of the system of examination. Almost all the students prepare for the examination in the same way. If the teachers themselves take the trouble of preparing and teaching a lesson and then ask the students to prepare the next lesson by themselves, there is some hope that the creative capacity in the students would develop.

ELEMENTARY AND SECONDARY EDUCATION

21. AHMAD, Mohammad. Ibtedai Ta'aleem Kay Liye Commission (Commission for Primary Education) --- Imroz (Lahore) January 5, 1977 (U).

The Federal Government is setting up a commission for primary education to supervise the steps to be taken to widen the scope of primary compulsory education. The government is also thinking of assisting the provincial governments financially in the work of spreading education all over the country.

The universalization of primary education will be completed in two stages. The first stage covers primary education, and the second stage covers up to class VIII. Generally speaking students give up education after primary level. The reasons for this are varied, which the commission will analyze and then make suitable recommendations. The commission would be well advised to examine the effectiveness of the present educational arrangements. Experience, so far, shows that the mere setting up of a commission does not solve any problems. The crux of the matter is to see how far the recommendations of the commission are implemented.

22. HUSAIN, Anwar. Lazmi Primary Ta'aleem (Compulsory Primary Education) --- Mashriq (Lahore) October 22, 1976 (U).

The Federal Government has decided to appoint a commission to arrange for the compulsory primary education of about ten

million students. This commission is set up on the lines of the University Grants Commission. It will provide for the education of all boys in the country by 1982, and the girls by 1987. The commission will of course have to do all it can to achieve this objective. Similar efforts were made several times in the past but with no results.

It is high time the percentage of illiteracy in the country was narrowed down as early as possible. Thirty years have passed since the establishment of Pakistan, but unfortunately the percentage of illeteracy has remained the same. The situation in the rural areas, where the efforts to spread adult education have completely failed, is desperate. The responsibility for this situation lies on teachers. They should volunteer to go to the villages and impart education to the villagers in right earnest. The government should also see to it that the plans it has formulated do not fell a victim to red-tapism.

23. SHARIF, Mohammad. Primary Education --- The Sun (Lahore) March 3, 1977.

Here are a few suggestions for achieving the goal of a meaningful primary education: 1) Primary education should be made compulsory. 2) Primary education should be divided into two terms of study - the first of covering two years, and the second covering three years. The first term should be devoted mainly to overall character development of the child. The curriculum during this term should comprise the following exercises: a) physical and breathing exercise, b) games and musical movements, c) sensory exercises, d) exercise in manual work and vocational training, e) exercises in observation and development of moral values. 3) Ideological considerations must be kept in view while framing the curriculum. 4) A day-to-day evaluation system should be adopted, and the annual examination system should be discarded. 5) Highly skilled and trained teachers should be enrolled for this purpose. 6) A representative voluntary committee comprising of principals or headmasters, students, and parents should be set up to insure planned implementation of the new education policy.

HEALTH EDUCATION

24. ALI, Haider. Physical Education --- Pakistan Times (Rawalpindi) February 5, 1977.

B.Ed. students having an aptitude for sport may be allowed to take the health and physical education as an optional subject.

These students should, after completion of their education, be posted as teachers of physical education. At present, we have in our schools only P.T. masters with a junior diploma in physical education obtained after matriculation. They generally complain of discrimination, because they are not treated at par with other teachers. Physical education teachers with B.Ed. degrees would not obviously suffer any discrimination with regard to salary, promotion, etc. All schools and colleges should be asked to include physical education in their curricula. M.A. physical education classes can also be started in universities.

HIGHER EDUCATION

25. NISAR, Rasheda. Aa'la Ta'aleem (Higher Education) --- Mashriq (Lahore) February 13, 1977 (U).

The standard of higher education has deteriorated considerably throughout the country. Not only the syllabus of education is defective, but also the system of teaching is poor and inefficient. The teachers are not so enthusiastic in their profession as they used to be in the past. The students, on their part, are more interested in politics than in their studies. At no time during the academic year they pay any attention to their books. But, as the examination approaches, they either try to memorize the lesson or resort to unfair means in the examination halls. The question is who is responsible for this sorry state of affairs. The answer is obvious. The bad system of education has corrupted the teacher and the taught alike. The only remedy now is to completely overhaul the present system of education.

HISTORY OF EDUCATION

26. ZAMAN, Umme Salma. Ashrae Islahaat-o-Tarraqqiyaat (Decade of Development and Reforms) --- In: Pakistan Kay Ta'aleemi Masail, 221-253. Karachi, Tasneem Academy. 1977 (U).

The period between 1958 and 1968 in the history of Pakistan is considered as the period of peace, prosperity and all-round national development. But the benefits of this development were not distrobuted equitably among the various strata of the society. The lion's share of the wealth of the country went to a score of families of the upper class, including that of the then president. The long curb on political activities, coupled with the inequitable distribution of wealth, swelled the ranks of the poor and the discontented. This discontentment grew with

the time, and when the students who formed the most volatile and conscious class in the country, joined hands with the agitators, the regime fell with surprising ease and suddenness.

The movement is analyzed to show how it brought about the change in the government. The student movement is discussed in its historical and sociological perspective. The change of government was followed by the introduction of a new education policy, which is briefly discussed.

27. ZAMAN, Umme Salma. Awami Hukumat Aur Ta'aleemi Islahaat (People's Government and Education Reforms) --- In: Pakistan Kay Ta'aleemi Masail, 254-272. Karachi, Tasneem Academy. 1977 (U).

Immediately after coming into power, the new government introduced revolutionary reforms in the field of education as in many other fields. The new education policy introduced in the country was formulated after due consideration and careful consultation with the educationists, teachers, students, parents, and education experts. It has been admitted that the new education policy is not the last word on the subject, and that it will be changed from time to time according to the needs and requirements.

Education is no longer a prerogative of a selected few. The policy shows a definite shift from general education to agro-technical education. The salient features of the new education policy are briefly described, and the difficulties that are likely to crop up in the course of its implementation are pinpointed.

28. ZAMAN, Umme Salma. Jughrafiai, Moaashi, Samaji Aur Mazhabi Anasir (Geographical, Economic, Social and Religious Factors) --- In: Pakistan Kay Ta'aleemi Masail, 62-89. Karachi, Tasneem Academy. 1977 (U).

Geographical, economic, social, and religious factors affecting the political life of Pakistan are discussed in the context of education. First, geographical features are discussed by region, followed by economic problems.

Religion and religious learning is a very important factor in Pakistan as much as the country came into being in the name of religion. The predominance of religion in every sphere of social life of the country has played a big part in shaping the educational structure. The place of religion in the educational setup has been a moot question ever since the establishment of the Pakistan. It is still unsettled. There is a brief discussion on Islam and education in Pakistan.

29. ZAMAN, Umme Salma. Lisani Masala Aur Ta'aleem (Education and Language Problem) --- In: Pakistan May Ta'aleemi Masail, 127-159. Karachi, Tasneem Academy. 1977 (U).

The importance of language is briefly stressed. English continues to be the official language of Pakistan. The reasons for this are briefly analyzed in the historical perspective. A discussion is made on the background of Hindi and Urdu languages which developed side by side in this subcontinent.

The question of the medium of instruction could not be solved even after independence. Political conditions change, but languages do not change as fast. In our case the difference in language groups failed to arrest the evolution of single language as the medium of instruction. The question is discussed at length. Light is thrown on the nature and structure of the language spoken in Pakistan and on the merits and demerits of selecting any one language as the medium of instruction for the entire nation. The role that Urdu language can play as a medium of instruction is fully discussed.

30. ZAMAN, Umme Salma. Naukar Shahi Aur Ta'aleem (Bureaucracy and Education) --- In: Pakistan Kay Ta'aleemi Masail, 194-220. Karachi, Tasneem Academy. 1977 (U).

This is a historical background of the bureaucracy in the Indo-Pakistan-Subcontinent. Pakistan inheritted this set-up from the past. The weakness of the democratic institutions helped bureaucracy to consolidate its hold on the government with the help of the army. It played no mean part in the spread of corruption and malpractices in every sphere of national life. The sphere of education was no exception to this rule. Many ills of the present educational system can be easily traced to our bureaucratic past. With the creation of one unit, the bureaucratic control became tighter than ever before. Education became a plaything in the hands of government officers who knew little of education and its problems. The conditions prevailing in the universities are described in the context of the bureaucratic control and of so-called autonomy of universities. The role and character of the different commissions set-up to solve the problems of the universities have been discussed.

31. ZAMAN, Umme Salma. Siasi Masail Aur Ta'aleem Per Unka Asar (Political Problems and their Effect on Education) --- In: Pakistan Kay Ta'aleemi Masail, 160-193. Karachi, Tasneem Academy. 1977 (U).

Students have been directly or indirectly involved in politics since long. In spite of the fact that the founder of the

Ali Garh Muslim University, Sir Syed Ahmad Khan, preached non-involvement of students in politics, it was the student community of the Ali Garh Muslim University that played a pivotal role in making the Pakistan movement a success. The students of this historic institutions went from village to village to preach their cause and ultimately succeeded in their demand of a separate home land for the Indian Muslims. In fact in all colonial countries, students were always in the vanguard of political movements. It is education that produces political consciousness and as students form the most enlightened and active part of the community, they come forward and lead political movements.

The political situation of Pakistan after independence is discussed in some detail, and it is shown how the students reacted to the different political conditions and with what results. It is also shown how educational discontenment led to political disturbances.

32. ZAMAN, Umme Salma. Ta'aleem Aur Moashra (Education and Society) --- In: Pakistan Kay Ta'aleemi Masail, 90-126. Karachi, Tasneem Academy. 1977 (U).

Society and education are interlinked one influencing the other. Education system of every individual country reflects its own social setup. Since education is meant to prepare the future citizens who go to makeup the social setup, it is necessary to devise for them a system of education that would best answer our purpose.

The writer discusses in some detail the social setup of the country by way of illustrating and accounting for the present unrest among the students and the defects in the system of education. Special emphasis is laid on the topic of the generation gap, which has created great emotional and psychological strains and stresses among the young students. Important social problems affecting our education are analyzed. The analysis of the problems is followed by suggestions for improving the conditions in the educational field of the country.

33. ZAMAN, Umme Salma. Tarikhi Pasmanzar (Historical Background) --- In: Pakistan Kay Ta'aleemi Masail, 38-61. Karachi, Tasnoom Academy 1977 (U).

The article gives the historical background of the Pakistan movement in its educational perspective and a description of the situation prevailing at the time of the establishment of the new state. It gives the educational background of the area together with the information about educational institutions and

the relevant facilities available at the time.

The structure of the educational set up in Pakistan is discussed in some detail under the headings: 1) pre-primary education; 2) primary education; 3) secondary education; 4) higher education; 5) universities; and 6) professional education. These heads cover all existing types of institutions and their special features. In the end the present educational setup is briefly analyzed and discussed.

LANGUAGES, TEACHING OF

34. ABID, Mazhar Ali. Ta'aleemi Masa'il (Educational Problems) --- Mashriq (Lahore) March 15, 1977 (U).

There are certain real reasons why students of B.A. and B.Sc. fail in English: 1) The English syllabus of B.A. consists of seven compulsory books. But all these seven books are never taught in any college. 2) The course of B.A. is unnecessarily lengthy, difficult, and uninteresting. Naturally the students feel no interest in the course. 3) The students of B.A. find it difficult to express themselves in clear and correct English. The reason is that they are not regularly taught composition either at school or college levels. This unhappy situation can be improved by means of the following measures: 1) The teaching of English in all colleges should be made compulsory. The teaching staff should ensure that the full English course is thoroughly taught in the classes before the examinations begin. 2) The questions should be so set as to leave no room for the students to dropout any part of the course from their study. 3) English syllabus should be made brief. 4) Separate syllabi should be prepared for male and female students. 5) Composition should be made compulsory in all educational institutions. 6) Emphasis should be laid on written work which, should be corrected promptly and carefully.

35. INSHA, Ibne. Urdu Ki Darsi Kitabon Kay Kuch Taqazay (Some Demands of Urdu Textbooks) --- Kitab (Lahore) 10(12): 17-20. September, 1976 (U).

Curriculum and textbooks change with time. In our country, however, these things are static. The same old curriculum and the same old textbooks are still in use. Our old textbooks were, of course, good enough in their time, but their use today is anachronistic. Such change is not confined to science and technology, it is necessary even in subjects like Urdu language. The language that was spoken in Delhi and Lucknow is no more in use in Pakistan. Local influences on education have to be

fact.
accepted as a hard fact. This fact should not be overlooked while preparing new readers for the students in Pakistan. The present day world has its own demands, and the language readers should faithfully reflect these demands. We have four provinces, and our readers should be representative of the peculiarities of each province.

A number of suggestions have been put forward by the wirter for improving the new readers, such as the use of Naskh type and Arabic numerals. It has been emphasized that Urdu language is capable of expressing all modern ideas.

LIBRARIES

36. QAYYUM, Mohammed. Library Science Classes --- Khyber Mail (Peshawar) January 25, 1977.

The Library-Science classes were started in the Peshawar University on a self supporting basis in 1962. Since then a number of teaching departments have been established. But despite repeated requests, the status of the library department has not been raised. The universities of Punjab, Sind and Karachi have their own full-fledged department of library-science department. The Peshawar university should have a full-fledged department. At present the subject is taught by part-time lecturers, who cannot devote full attention to the problems of the students.

As to the problems besetting the students, they are many in number and acute in nature. Even blackboards have not been provided in the classrooms.

LITERACY

37. ALI, Safder. Training for Drop-outs --- Dawn (Karachi) January 17, 1977.

A practical approach to education at all stages is in evidence everywhere, Pakistan is no exception to this rule. In fact here the need for such re-orientation is more pronounced than in the developed countries where opportunities for self-education and employment are comparatively numerous.

The establishment of a Federal Training Board to consider measures for the training of school drop-outs is a step in the right direction. According to rough estimates, 50 to 55 per cent students drop out every year for social and economic

reasons. To meet this situation, a scheme was needed to channel a considerable number of them into productive vocations and to explore the real causes of their failure. Priority admittedly goes to efforts aimed at broadening the base of the educational pyramid, so that all children get a chance of going to school. Only in this way can we mobilize a literate population for national development and promote social mobility.

MEDICAL EDUCATION

38. AHMAD, Feeroz. Suba-i-Sarhad Mein Nae Medical Kollij Ki Zaroorat (The Need for New Medical College in Frontier Province) --- Nawai Waqt (Rawalpindi) February 12, 1977 (U).

Despite the fact that a number of medical colleges have been opened, and more seats have been provided in the existing medical colleges, there seems to be no end to the difficulties of the students desirous of gaining admission to the medical institutions. The situation in the provinces of the Punjab and Sind has, of course, eased to an appreciable extent, but the conditions are as acute as ever in the Frontier Province. The Khyber Medical College, the only institution of the kind in the province, there the total number of seats is 260. At the moment, when the number of students aspiring for medical education is rapidly increasing, the existing number of seats is only too low. So the only option left to the government is to open another medical college. The demand for another medical college in the province is quite justified. We would recommend that the government should not only open a new medical college but increase the number of seats in Khyber Medical college also.

39. AHMAD, Khwaja Moin. Comments on Our Medical Education --- Dowlite (Karachi) 1976-77: 67-69. 1977.

We need proper orientation in our education in general and medical education in particular. Medical education has obviously to conform to our needs. The prevalent educational setup, which is merely producing clerks or at best medical clerks, should give way to a progressive system of education.

Majority of candidates seeking admission to a medical college belong to the middle class and want security of profession. It is unreasonable to expect idealism, pure and simple, from doctors.

The main points worth considering in connection with the problems of medical education are: 1) admission; 2) training facilities; 3) evaluation; 4) teachers; 5) continued education; and 6) research. All these points are briefly discussed. It is

concluded that medical education is a process of learning that begins with the creation of the spirit of enquiry in the students.

40. IDREES, Hafiz. Suggestions for Admission in Medical Colleges --- Morning News (Karachi) March 30, 1977.

A perennial problem, mainly created by the slackness of the bureaucrats, is the unnecessary delay in the admission to medical colleges. This waste of time has far-reaching effects on the academic future of medical students. The solution of the problem is certainly within the group of the authorities concerned. Here are a few suggestions in this respect: 1) The I.Sc. examinations, interviews, and admissions to medical colleges should be conducted every year strictly according to a set time-table. Effective measures should be taken to expedite the intricate official routine. 2) The policy of admission to medical colleges should be announced unequivocally once for all. Only a liberal Academic Council vested with due powers should be authorized to reform this policy if ever the need arises. 3) Justice demands that the 'quota system' should be abolished. 4) The dates of examinations should be unalterable. 5) The ancient obsolescent system of examinations in medical colleges should be replaced by a more sensible and modern semester system.

41. NAHAR, Nurun. More Seats for Girls in Medical College --- Morning News (Karachi) February 26, 1977.

Every year there is an increase in the number of girl candidates seeking admission to the medical college. This year 360 girls have obtained first division and are desperately looking forward to a promising career. The fact hardly needs to be emphasized that the country has an acute shortage of qualified doctors, both male and female. The situation demands that every opportunity should be provided to the students who want to continue their studies and become qualified physicians and surgeons. The authorities have their own problems, of course. Our financial resources do not permit us either to open more medical colleges, or to go on infinitely increasing the number of seats in the existing institutions. The government should, however, find some way out of this blind alley.

42. SAID, Hakim Mohammad. Ta'aleem-i-Tib (Medical Education) --- Jang (Rawalpindi) January 13, 1977 (U).

In this fast changing world, the curriculum of medical education urgently needs to be given a new shape in order to make it more realistic. The new curriculum should also provide for the

solution of the health problems of our rural areas. Moreover, the herbal science should also be given the status of an important branch of health education in the curriculum of medical colleges.

The inclusion of psychology in the curriculum is also a must, because in modern times medicine and psychology have become important subjects in their own right. A revolutionary change in medical colleges and curriculum is urgently needed. The most disconcerting fact in this connection is that the curriculum of medical colleges in all Afro-Asian countries is imported from the Western institutions. This is not a good rule to go by.

PHILOSOPHY OF EDUCATION

43. ISHRAT, Waheed. Quaid-i-Azam Ka Nazariyae Ta'aleem (Educational Ideas of Quaid-i-Azam) --- Kitab (Lahore) 11(3): 42-46. December, 1976 (U).

The founder of Pakistan, Quaid-i-Azam Mohammad Ali Jinnah, did not write any specific treaties on the subject of education. However, in his speaches we find a number of points that reveal his ideas on education. Since Quaid-i-Azam was not a philosopher by hobby or by profession, his thoughts on education are based on practical facts. According to him, the main purpose of education is to make man a civilized being, and this should be done in the light of the teachings of Islam. For Quaid-i-Azam, Islam was a complete religion that covered all human activities, and since Pakistan was created in the name of Islam, its educational setup should naturally conform to the tenets of Islam. But it should be remembered that he was not against modern education. He recommended a healthy blend of modern and Islamic knowledge.

44. KARIM, Abdul. Imam Ghazali Aur Unkay Ta'aleemi Nazariyaat (Imam Ghazali and His Educational Ideas) --- Qaumi (Karachi) 1975-76: 137-140, 1976 (U).

Ghazali is generally considered as a great philosopher of Islam, but it is little known that he was as great an educational thinker. In his book "Ahyaul Uloom", he has discussed in detail the importance and utility of education.

For Ghazali, education is not a mere means of information. The main objective of education according to him, is character building. It serves to make man a complete man and a useful citizen. Ghazali has established the importance of education in the light of Quran and Sunnah. It is wrong to say that he borrowed his ideas from Plato and Aristotle. In fact, a number

of modern educational thinkers have borrowed their ideas from his philosophy of education. The teaching methodology as advocated by Imam Ghazali is briefly discussed.

45. SAAD, Ismail. Kutch Falsafae Ta'aleem Kay Difa Mein (In Defence of Philosophy of Education) --- Qaumi Ta'aleem (Karachi) 1975-76: 96-101. 1976 (U).

Although philosophy in general is called the mother of knowledge, in modern times it has yielded its pride of place to what is called "scientific inquiry". The same is true of the philosophy of education. In the field of education the displacement of philosophy by scientific inquiry is more rigorous. This is, of course, not a very healthy trend.

Education has two aspects, namely, the determination of objectives, and the methodology. The scientific way of thinking has greatly influenced the second aspect of education. So far as the determination of objectives is concerned, we have to depend more on philosophy of education than on science.

The writer has emphasized the importance of philosophy of education and shown how it can arrest the present anarchy in the educational ideas.

46. SHAUKAT (Mrs.) Nasim and Others. Ta'aleem Aur Uski Aqsaam (Education and Its Forms) --- In: Mubadiyaat-e-Ta'aleem, 1-12. Lahore, Sh. Ghulam Husain and Sons. 1976 (U).

Education has been defined in different ways by different philosophers and educationists. We are here concerned with the actual meaning of education.

The topic is discussed in some detail under the headings: 1) what is meant by education? 2) society and education; 3) teacher and education; 4) teaching and education; 5) learning and education; 6) teaching content and education; 7) education and subject of education; 8) types of education formal and informal education; 9) period of informal education; 10) beginning of formal education; and 11) peculiarities of formal and informal education.

PROFESSIONAL EDUCATION

47. HAQUE, H.A. Law Education --- Dawn (Karachi) February 12, 1977.

The semester system should be introduced in all Law Colleges as

early as possible. This will lead to good results and improve the standard of education. Law colleges with poor strength should be abolished throughout the province. One way of improving attendance and raising the standard of education is to minimize the chances of attendance by proxy.

Law college teachers should be employed on full-time basis. It is obvious that tired advocates, who are at present working in law colleges, cannot teach properly after spending the day in the law courts. During the course of his study no law student should be allowed to accept any job. No law classes should be held in the evening, because the number of advocates in the country has increased out of all proportions, and it is becoming increasingly difficult for advocates to find a respectable job.

48. NAEK, Farooq Hamid. Reform in Law Education --- Dawn (Karachi) January 23, 1977.

At present no scholastic ability is deemed necessary for admission to a law college in the country. It would, therefore, be in the fitness of things to make broad, liberal education a pre-condition for admission to a law college. That will help the student understand the various, social, political, economic and cultural forces that have shaped our laws and society.

Of the first importance to a lawyer is the ability to express himself clearly and cogently both by the written and spoken word. He should also have a fair knowledge of economics, history, politics, sociology, philosophy, psychology, and ethics. An understanding of accountancy and familiarity with natural sciences like physics, chemistry, biology, and physiology also help him a lot.

It is desirable that the number of colleges is reduced particularly in Karachi. Candidates for LL.B. should be required to spend three years in full-time study and work-research. No law student should be allowed to accept any employment during the academic year and there should be no law classes in the evening. Candidates should be tested for their integrity, academic achievement, and aptitude for the study of law before their admission to a law college.

Law college teachers should be employed on full-time basis. Each academic year in a law college should be divided into two sessions. In the first session the student be introduced to the subject. In the second session they should study West Pakistan Urban Rent Restriction Ordinance, Law of Evidence, Criminal Law, and Jurisprudence.

49. RIZVI, Nasir. Peshawarana Ta'aleem Ki Ahmiyat Wa Zaroorat (Need and Importance of Vocational Education) --- Imroz (Lahore) February 11, 1977 (U).

Vocational education has, of late, assumed great importance. Since Pakistan is a developing country, the importance of vocational education here cannot be overemphasized. Viewed in this background, the government has, in its Education Policy of 1972-80 expressed its determination to promote technical education in the country. It has decided to prepare a program for raising the limit of admission to Arts, Science, and Vocational subjects by at least one-third of the present strength. It has also decided that by 1980 forty per cent admissions to Degree Colleges should be reserved for technical and vocational subjects and thirty per cent for the department of pure sciences. The urgent need of the hour is to change the current system of education so as to bring it in line with the demands of the fast changing world. Our efforts to make education purposeful should, therefore, be redoubled.

PSYCHOLOGY

50. AHMAD, Ali. Jins Ki Ta'aleem (Sex Education) --- Akhbar-e-Khawateen (Karachi) February 5-11, 1977 (U).

Since sex education is not allowed in our institutions, our students, both male and female, are generally ignorant of the matter and commit blunders in their practical life. Majority of the population have an unhealthy sexual life because of their illiteracy or ignorance about sex.

The government will be well advised to introduce sex education in all institutions at the higher levels. All adoloscent male and female students should be provided the facility of acquiring proper basic knowledge of sex. This will help save them from many future hazards. A separate course of sex education should be introduced in the higher standards in every educational institution. This course should run up to the university level.

51. SHAUKAT (Mrs.) Nasim. Bachchon Kay Masail, Zururiyaat Aur Rehnumai (Children's Problems, Needs and Guidance) --- In: Mubadiyaat-e-Ta'aleem, 84-102. Lahore, Sh. Ghulam Husain and Sons. 1976 (U).

In modern times, the responsibility of the teacher is not confined to the mere teaching of the three R's. He should so prepare his student as to enable him to cope with the daily

problems of life and to play his part as a useful member of the society. The teacher can do this job keeping in view his pupils' natural inclinations and attributes. In other words, he provides guidance services to him. The purpose of guidance is to fulfil the basic needs of the children. These needs are mainly educational and social.

The writer mentions the different problems of children and suggests their solutions. The methods that help in solving these problems include observation, interview, standard tests, and case study. It is also pointed out that close cooperation between the parents and teachers is necessary for obtaining the desired results.

52. SHAUKAT (Mrs.) Nasim and Others. Ta'aleemi Nafsiyaat (Educational Psychology) --- In: Mubadiyaat-e-Ta'aleem, 52-67. Lahore, Sh. Ghulam Husain and Sons. 1976 (U).

The term "psychology" basically means the scientific study of human behavior. Since education purports to bring about desired changes in the behavior of man, its study is essential for the understanding of the processes of learning and teaching.

The subject of psychology is explained and discussed in the context of education under the heads: 1) what is psychology? 2) educational psychology and methods of education; 3) educational psychology and curriculum; 4) teacher and psychology; 5) topics of educational psychology; 6) what is development? 7) factors of physical development; 8) educational importance of physical development; 9) social development; 10) childhood and social development; 11) boyhood and social development; 12) educational importance of social development; 13) emotional development; 14) educational importance of emotional health; 15) mental development; and 16) educational importance of mental development.

53. SHAUKAT (Mrs.) Nasim. Ta'allum (Learning) --- In: Mubadiyaat-e-Ta'aleem, 68-83. Lahore, Sh. Ghulam Husain and Sons. 1976 (U).

Human beings have a natural inclination toward learning. They learn from environment, from their parents and family, and from the world around them. They learn language, the ways of eating and dressing, and other chores, customs, and values. The term "learning" is explained in its different aspects.

Factors that affect learning are: 1) growth; 2) family and culture; 3) incentive; 4) reward and punishment; 5) knowledge of success; 6) readiness; 7) interest and

attention; 8) intelligence; 9) practice; 10) appropriat teaching methods; and 11) correct language. All these factors are explained briefly and it is shown how they affect the process of learning.

SCIENCE EDUCATION

54. AHMAD, Mahfooz. Intermediate Biology Curricula --- The Sun (Lahore) January 28, 1977.

The current curriculum of biology for intermediate classes introduced about four years ago has been found to be deficient in certain respects. It requires to be suitably amended as early as possible. The failure of B.Sc. students in grasping the subject-matter is proof enough of its clumsy style.

The course for practical classes is incongruous, because its framers have not taken into account the vast difference between the laboratories in America and those available in a few colleges in Pakistan. As a result, the gap between theoritical work and laboratory work goes on widening with the passage of time. Teachers have to face even more hardships than the taught. They come with an imaginary world in their mind and turn it out to their taught.

55. KARIM, Fazal. Scienci Ta'aleem Ki Ahmiyat (The Importance of Science Education) --- Nawai Waqt (Rawalpindi) January 11, 1977,(U).

In Pakistan, scientific and technological education was never given the importance it deserves. No proper system or method has been evolved to impart the teaching of science to the students. Worse still, the government is not prepared to part with the money commensurate with the importance of this branch of knowledge. Moreover, the poor and deserving students who wish to acquire scientific and technological education but cannot afford to do so for want of means, are not helped financially by the government.

In view of the fast changes taking place in the world of science, the present textbooks need to be revised or even replaced. It is, indeed, unfortunate that we are still clinging to the old and hackheyed system. Again, science continues to be taught to our students through the medium of a foreign language. The argument advanced in support of this practice is that there is a paucity of Urdu books. This is not true. Urdu should be tried as the medium of instruction in all earnest.

SOCIOLOGY

56. AHMAD, Sharif. Ta'aleem Aik Moashrati Amal Hai (Education a Social Force) --- Qaumi Ta'aleem (Karachi) 1975-76: 148-150. 1976 (U).

Education is a lifelong process that continues from the cradle to the grave. It is never complete. However, the method of acquiring knowledge is subject to changes. We live in a society and learn from it. Education and society go together. Education trains an indivudal who lives and dies in the society. Thus, individual development means the development of society.

In the process of education, the nature of society determines the scope and objectives of education. Of course, education may be transmitted through books, that is the ultimate beneficiary of education. Any society with no education in consonance with its needs, is bound to fall as easy prey to anarchy and disruption. Unfortunately, we are facing more or less the same situation.

STUDENTS' PROBLEMS

57. AZIZ, Naila. Problems of Students --- Pakistan Times (Rawalpindi) January 30, 1977.

Drawn from diverse socio-economic groups, the students face numerous problems. Sometimes, uncertain political conditions and the consequent deterioration of the social and economic atmosphere trigger a reaction among the students and unsettle the campus atmosphere. Engineering university authorities, perturbed by the unstudent-like attitude of their charges, decided to determine the causes of this problem. A recent survey shows that total lack of guidance-social, vocational, academic, recreational, etc. was the main cause of the student trouble. Though students of professional institutions are believed to be gaol-oriented, most of them here had no idea whatsoever of their future program.

There are graduates who chose to become cloth merchants or traders because they had no apptitude for engineering and had got into the university to gratify a parental wish. Realizing the problem, the Engineering University established a Tutorial and Vocational Guidance Bureau in 1973. The valuable service done by the Bureau is the arrangement of training facilities in the industrial concerns for as many students as possible. The Bureau has also launched a career guidance series and established a vocational library where latest information about various disciplines is available.

58. KHILJI, Hasan Zeb Zahid. Students and Discipline --- Khyber Mail (Peshawar) January 14, 1977.

The unemployment problem amongst the educated persons has the most demoralizing effect on the students. They find their future "dark and uncertain". When an average student is on the verge of emotional disintegration at some sort of harsh treatment or injustice meted out to him by the college authorities, the slightest impulse causes a huge emotional eruption. As most of the students have common interest, the unrest spreads from the individual to the group like an epidemic, and we know that group indiscipline is the worst among the unruly trends that sway the students.

Some untrained and ill-educated teachers do not know the psychology of education. Students are human-beings and they expect the teachers to understand them. When they find that the teacher is no more than a lifeless machine, they lose faith in him. Our schools and colleges are overcrowded. There exists no human relationship between the teacher and the taught.

The education system has been nothing but a leap in the dark. No proper channeling of the students is done to fit them into the right place. There is no provision of aptitude tests. The students take up the courses in which they have no interest and play traunts because the subjects do not attract them.

TEACHER EDUCATION

59. National Committee on Secondary Teacher Education Curriculum. Curriculum Outline for B.Ed. Program --- Islamabad, National Bureau of Curriculum and Textbooks. 21p. July, 1976.

Curriculum development is a continuing process because its object is to maintain the momentum to improve education. The education policy envisages a broad shift toward practical, technical, and scientific education. The new curricula prepared under these guiding principles is now in use in primary and secondary schools. However, the mere drawing up of new curricula will serve no purpose unless teacher education is not continually reconstructed both at pre-service and in-service levels.

The revision of the curricula for P.T.C. and C.T. has already been completed. The present publication outlines the revised curriculum for B.Ed. teachers. The details are given under the heads: 1) introduction; 2) scheme of studies for intensive one-year B.Ed. program; 3) proposed three-year B.A.-B.Ed./B.Sc.-B.Ed. programs; and 4) recommendations.

TEACHERS

60. AHMAD, Zahoor. A'ala Ta'aleem Kay Chand Aham Masa'il (Some Important Problems of Higher Education) --- Nawai Waqt (Rawalpindi) January 18, 1977 (U).

There is no denying the fact that teachers play a vital role in the field of education. A bad teacher cannot produce good results even with the best of curricula. A good teacher, on the other hand, produces best results with the worst curriculum. In order to attract alert and creative brains to this profession, adequate facilities and attractive salaries should be offered to them. It has been observed that fully qualified and highly educated persons start their professional career as teachers, but soon give it up because of poor emoluments and low social status that are the lot of all teachers in our country.

Following are some suggestions for improving the situation: 1) Suitable and educated persons should be trained as teachers and offered good terms and conditions and attractive salaries. 2) The facilities of training teachers offered by foreign governments should be fully utilized. 3) Adequate opportunities should be provided to teachers for promotion to the posts of college lecturers and university professors.

61. HUSAIN, Syed Akhtar. Nationalized Schoolon Kay Asateza (Teachers of Nationalized Schools) --- Musawat (Lahore) January 25, 1977 (U).

Quite a few years have passed since the nationalization of private schools, but the seniority list of teachers still remains to be finalized. This delay has naturally created a sense of frustration among the teachers. As a result, they have given up taking interest in their profession. But the real sufferers are the innocent students. The worst aspect of the new reforms is that the pay-scales of the teachers belonging to the government schools are out of all proportion to the pay-scales of the teachers of the nationalized schools. The same discrimination exists between the other benefits enjoyed by the two categories of teachers. This anomaly should have been removed long ago in the interests of the student community if not anything else. So long as the problems of the teachers of nationalized schools remain unsolved, they will continue to neglect their duties.

62. MALIK, Karim. Ta'aleem Inhetaat Kiyun (Why Deterioration in Education?) --- Nawai Waqt (Rawalpindi) January 18, 1977 (U).

To change the prevailing system of education is no solution of the problem of deterioration in education. During the thirty

years of our independence, the system of education has been changed and reformed many times. The results were always nil. The root cause of this deterioration is not far to seek. It was forgotten that teachers play a vital role in making the system of education a success. Teachers have to be trained in a scientific way that would inculcate in them the sense of duty and responsibility towards the students and the nation. Majority of teachers have utterly failed to control the students and make them understand the importance of their role in society. It is a matter of common experience that most of the teachers busy themselves with every thing under the sun except with their own appointed job.

63. RIZVI, M.H. Nationalized Schoolon Kay Head Master Aur Head Mistress (Head Master and Head Mistress of Nationalized Schools) --- Mashriq (Lahore) March 18, 1977 (U).

It is really unfortunate that headmasters and headmistresses of the nationalized schools are still deprived of their rights. They have not been confirmed in their posts and have not been given the scale of pay they are entitled to. When the private schools were nationalized, they were given the assurance that all injustices done to them by the administrations of the private schools would be redressed, that their services would be made secure, and that the scales of pay would be raised. In short, they were given to understand that they would be given all the benefits enjoyed by the teachers of the government schools.

But even so many years after the nationalization, most of these promises remain unfulfilled. This state of affairs has naturally given rise to deep frustration among this class of teachers. They have lost interest in their profession. They attend to their duties for formalities' sake but do not teach the students. The courses remain incomplete, and the students have to pay the penalty for the negligence of the administration. What is, therefore, required now is to concede to the genuine demands of all headmasters and headmistresses. As the first step, the pay and seniority need to be fairly and promptly fixed.

64. SHAUKAT (Mrs.) Nasim and Others. Moallim Kay Aosaff-o-Faraiz (Qualities and Duties of a Teacher) --- In: Mubadiyaat-e-Ta'aleem, 124-136. Lahore, Sh. Ghulam Husain and Sons. 1976 (U).

Teachers have a pivotal role in the process of education. The overall development of educational standard mostly depends on the teachers. The qualities and duties of teachers are discussed briefly.

The personal qualities of a teacher are: 1) love of children; 2) serving nature; 3) happy temprament; 4) effective conversation; 5) good health; 6) cleanliness; and 7) moderation in life. The professional qualities of a teacher are: 1) love of teaching; 2) clear ideas about life; 3) clear understanding of educational objectives; 4) thorough knowledge of the subject; 5) proficiency in teaching methods; 6) grasp of educational psychology; 7) sense of humour; 8) high morals; and 9) interest in professional advancement. The duties of a teacher are: 1) imparting education; 2) building up character; 3) developing children's tendency of curiosity; 4) developing the power of reasoning and thinking in children; 5) guiding children in solving problems; 6) participating in the maintenance of discipline in school; and 7) making children representative of national culture.

65. SHAUKAT (Mrs.) Nasim and Others. Moallim Kay Peshawarana Talluqaat (Teacher's Professional Relations) --- In: Mubadiyaat-e-Ta'aleem, 142-149. Lahore, Sh. Ghulam Husain and Sons. 1976 (U).

Education and teaching are a social complex that involves many relations. The teacher plays the basic role in the process of education. He comes in contact with many institutions and individuals. A successful teacher is one who establishes happy relationship with all who happen to come his way.

The relationships of the teachers are briefly discussed under the headings: 1) teacher's relations with headmaster; 2) teacher's relations with other teachers; 3) teacher's relations with students; 4) teacher's relations with the parents of students; 5) teacher's relations with the society; and 6) teacher's professional code of ethics.

TEACHING METHODS AND MEDIA

66. GHUFRAN, Mohammad. Sabaq Ka Khaka (Lesson Planning) --- Qaumi Ta'aleem (Karachi) 1975-76: 121-124. 1976 (U).

How a teacher should transmit his knowledge to his students needs no special guidance from philosophers and educationists. Nature has provided an example in the form of mother, and the teacher has simply to follow her.

While planning a lesson, it should be borne in mind that the teacher has a mature mind, and the taught has an immature mind. A teacher is like an architect, and while preparing a building plan he, like an architect, should keep in mind the requirements and capabilities of his students.

It is suggested that a teacher should employ different teaching methods to suit the particular needs and requirements of his students. Herbertian steps of lesson planning are briefly discussed.

67. KHAN, Muzaffar. Qaumi Zaban (National Language) --- Akhbar-e-Khawateen (Karachi) January 22-28, 1977 (U).

When we analyze the results produced by our educational institutions, we find that eighty percent of our students fail for want of proficiency in English language. They are fairly well, more or less, in all other subjects. The reason is obvious. English is a foreign language. Most of the students come from poor families with little to spare for the education of their children. It passes ones understanding why our national language has not been made the medium of instruction so far? Ever since national independence, the successive governments that came to power in the country had been solemnly making and breaking promises to declare national language the medium of instruction. The conclusion is that as long as our students are taught through the medium of a foreign language, the pass percentage will continue to fall.

68. SHAUKAT (Mrs.) Nasim and Others. Madrasay Kay Rekard Aur Register (School Record and Register) --- In: Mubadiyaat-e-Ta'aleem, 160-169. Lahore, Sh. Ghulam Husain and Sons. 1976 (U).

The importance and objectives of preserving school records, together with the appropriate ways of taking care of the different kinds are briefly discussed.

The subject is discussed under the headings: 1) Objectives of record maintainence: 2) importance of record maintainence from the national point of view; 3) type of school registers and records. There is a brief description of the preparation and maintainence of the different records and registers and their merits and advantages.

69. SHAUKAT (Mrs.) Nasim and Others. Sabaq Ki Tayyari Aur Uska Tariqa (Preparation of Lesson and its Method) --- In: Mubadiyaat-e-Ta'aleem, 137-141. Lahore, Sh. Ghulam Husain and Sons. 1976 (U).

A successful teacher should prepare his lessons daily. This will facilitate his work of teaching and he will be able to do justice to his subject. The preparation of a lesson has some preconditions which include: 1) The teacher should have detailed knowledge of the subject; 2) he should have proficiency in methodology;

3) he should know the mental capacity of his students; 4) he should have fair knowledge of the philosophy of education; and 5) he should have mastery over his subject.

The method of lesson preparation and the precautions to be taken in this work are described. It has about 15 steps. The advantages of written preparation of lesson are mentioned.

TECHNICAL EDUCATION

70. AHMAD, Khalid Waheed. Technical Education --- Dawn (Karachi) March 18, 1977.

The announcement that the government proposes to introduce 500 trade schools in the country has come as a pleasant surprise. The proposal has been hailed as a step in the right direction. It is expected to give much needed impetus to industry in the country.

In 1926, Japan brought about a revolution in technology and soon became one of the most developed countries in the world.

When we look at our education we find it incapable of fulfilling our legitimate expectations. The policy of "Earn while you learn" must be adopted in every school, and the authorities should see to it that trade education does not become a financial burden to the country. This is an age of science and technology and a developing country like Pakistan should not lag behind in this field.

71. ALI, Mir Muhammad. Fanni Idaron Mein Dakhlay (Admissions in Technical Institutions) --- Akhbar-e-Jahan (Karachi) January 12-18, 1977 (U).

Admissions to technical institutions and medical colleges have created a host of problems. Every year, first divisioners who are deprived of admission take to street demonstrations and public protests against the policy of the government.

The following suggestions can help solve some of the problems: 1) Admissions to all technical institutions should be given strictly on the basis of the marks obtained in relevant subjects and not in consideration of a mere first division. For example, in polytechnic institutions priority should be given to marks obtained in physics, chemistry and mathematics and not the division. The marks obtained in physics, chemistry and biology should form the qualification for admission to medical colleges.

72. KARIM, Fazal. Scienci Ta'aleem Ki Ahmiyat (Importance of Science Education) --- Nawai Waqt (Rawalpindi) January 11, 1977 (U).

This is the age of science and technology, and only those countries can hope to survive with honour that give top priority to these subjects in their educational institutions. It is gratifying to see that Pakistan too has realized the importance of this field of knowledge. Practically speaking, little has been done so far in this field. No systematic method has yet been evolved in our country for this purpose and the curriculum of science and technology has been haphazardly prepared. While preparing the curriculum, the services of renowned personalities in this field have not been utilized. The result is that the textbooks are full of defects. The authorities should utilize the services of highly educated persons in this field for the preparation of syllabus. It is also important that the national language should be adopted as the medium of instruction in all subjects, including science and technology.

73. QURESHI, Zafar Husain. Science, Teknolojy Aur Pakistan (Science, Technology and Pakistan) --- Jang (Rawalpindi) January 4, 1977 (U).

In this age of science and industry, technical education forms the basis of a country's progress and prosperity. It is heartening to see that scientific and technical sectors have at last been given importance they deserve. Arrangements are also being made for imparting technical education on a large scale. According to a report, in the course of the next six years, five hundred technical schools will be established by the Federal Government all over the country. During the current year, 28 trade schools will be opened.

This shows that the Government has at last realized the importance of technical education in the country. What is now needed is sincerity of purpose in the implementation of this program. The schools should not be confined only to the urban areas. Technical schools should be opened in increasing numbers in the rural areas, so that the 80 per cent of our population that lives in villages has a chance to benefit from the new-order of things.

74. Report of the National Seminar on Technical and Technological Subjects --- Islamabad, Curriculum Wing, Federal Ministry of Education. 24p. November, 1976.

This is a report of the National Seminar on Technical and Technological Subjects held at Karachi under the auspices of the Federal Ministry of Education in collaboration with the British Council. It was a 27 day seminar in which 36 participants took part.

The report describes the proceedings of the seminar under the headings: 1) introduction; 2) problems and issues; 3) new trends in the teaching of industrial subjects; 4) objectives of the national seminar; 5) the organization of the seminar; 6) inauguration; 7) program of the seminar during the first week; 8) program of the seminar during the second, third and fourth week; 9) concluding session; and 10) recommendations.

75. SOOFI, M.A. Dehi Technical University Ka Qeyaam (The Establishment of Technical University) --- Mashriq (Lahore) December 6, 1976 (U).

Majority of people who live in Pakistan are agriculturists and their prosperity depends on the agricultural resources of the country. So the government has prepared very elaborate plans for the development of agriculture.

One of the prerequisites of agricultural development is the establishment of an agro-technical university for training the students coming from the rural areas. Under-trained individuals should also be offered an opportunity of practical training in the university. At the moment, there exists no such university in the country. The establishment of an agro-technical university is a must in as much as no project of agricultural development can succeed without such institution.

76. TAHIR, Sarwar. Fanni Ta'alim (Technical Education) --- Mashriq (Lahore) December 27, 1976 (U).

Aimless education has become a serious problem. Unfortunately, majority of students are unfit for technical education. Three problems beset our technical education: 1) Dearth of qualified teachers; 2) Non-availability of instruments, machines and equipment; and 3) Lack of proper workshops. Perhaps, no more than one percent of technical schools are well equipped according to modern standards. Most of these institutions lack either good teachers or suitable workshops. The department of education should, therefore, provide technical education only in as many schools as can be possibly furnished with these three components of training.

WOMEN'S EDUCATION

77. AHMAD, Nasim. Makhloot Ta'aleemi Idaray (Institutions of Co-Education) --- Akhbar-e-Khawateen (Karachi) February 12-18, 1977 (U).

The environment for female students in the institutions of co-education is not so conducive as it is necessary to promote their

capabilities. Here the male students are seen to dominate the female students in every sphere. In order to make the environment conducive for the female students, it is necessary that their non-curricular activities should be so integrated that they do not suffer from inferiority complex.

There are various societies in educational institutions, for instance, Physics Society, Economics Society, etc. Each of these societies brings out its own magazines. One exclusive society should be formed in every institution to deal with the exclusive problems of the female students.

78. MIRZA, Mrs. S.P. The New Challenge From Women --- Pakistan Times (Lahore) March 13, 1977.

The Government has been giving more importance to purposeful education and science and technology. Training in professional trades and progress in agro-technical studies are essential both for boys and girls. It is, therefore, planned to teach the subject from primary to college level. Five hundred trade and professional schools would be established and attached to the industrial units. This step would certainly help in providing technical know-how for our industries where most of the workers require training through the lenghty trial and error procedure.

In the rural areas vocational training for girls has to be rather limited to local trades. We need to make the girls self-supporting and economically independent by training them in basic arts and crafts. In urban areas, a number of professional opportunities are still open for women folk. In the new curriculum effort has been made to bring education in line with the needs of the nation. The emphasis has shifted from purposeless general education to vocational and technical education to the extent permitted by the available economic and financial resources. Agro-technical subjects have been introduced in classes VI-VIII to impart technical skills to girls of this group in home economics, wood work, metal work and applied electricity.

GENERAL

79. BATALVI, Riaz. Aala Ta'aleem (Higher Education) --- Mashriq (Lahore) March 27, 1977 (U).

Despite the fact that educational reforms have been introduced and promises have been held out for education to all, majority of our youths are forced to discontinue their studies after matric. It often happens that a student who stands first in the

class, cannot continue his studies simply because his parents cannot afford the expenses. The number of drop-outs after primary education has also become a problem. In a country like Pakistan, where the percentage of literacy is very low, the problem of drop-outs should be solved as quickly as possible. The main cause of this social malady is invariably the poverty of the parents. A serious thought needs to be given on this question. So, the students who discontinue their studies because of their pecuniary circumstances, should be provided with free tuition and part-time employment.

80. BUKHARI, Abuzar. Private Tuition Ki Waba (Epidemic of Private Tuition) --- Nawai Waqt (Rawalpindi) March 8, 1977 (U).

The epidemic of private tuition has spread to almost all schools in the country. Teachers particularly belonging to primary and high schools induce their students to go in for private tuition with the promise of a sure pass in the examinations. This practice has greatly lowered the standard of education and has become a source of anxiety for those parents or guardians whose purse is not long enough to bear the burden of tuition fee. On the one hand, the epidemic of private tuition with the promise of success in the examination has diverted the attention of the students from the textbooks, and on the other, the poor parents have been burdened with extra expenditure. Voices of resentment are being raised from every quarter against this practice, but neither the teachers pay heed to these protests, nor the authorities take suitable measure against the offending teachers. So long as this evil is allowed to continue, the standard of education will keep falling from year to year.

81. KAMAL, Syed Ashraf. Ta'aleemi Inhetaat (Deterioration in Education) --- Jang (Rawalpindi) January 14, 1977 (U).

The deterioration in the standard of education in our colleges is highly deplorable. The results of examinations are disappointing. The responsibility for this state of affairs lies both on the students and the teachers. The teachers should realize their duties, and the students should remember that educational institutions are not an arena for practical politics but temples of learning.

The most disappointing aspect of our system of education is that it has no place for personal relationship between the teacher and the student. Neither the teacher cares for his duties nor the student pays respect due to his teacher. Unless such relationship based on love, sincerity and respect is strengthened between a teacher and the student, the standard of education will continue to detriorate. In most of our schools and colleges, politics has

spoiled the sanctity of the institutions. This needs urgent attention by the authorities.

82. NASRULLAH, Nusrat. Teaching Center --- Morning News (Karachi) October 9, 1976.

With apathetic parent and with indifferent teachers, classroom discipline has gone downhill and classroom teaching down the drains. And now there is looming large a new threat to the already falling standard of education the practice of private tuition. Indeed, private tuitions are an excellent idea in theory. Assuming that children work hard at school and devote a fair amount of time to their books in evenings, the desirability of private tuitions is acceptable. But it is hard to agree with this proposition when we actually see that private tuition is meant to substitute the teaching in the classroom. It is just a trick of the teachers who want to lighten the load of their work in the classroom. A serious disadvantage of the practice of private tuitions is that both parents and teachers have abused what could have been one of the most valuable educational aids for the needy students. It is a tragic process of alienation of students from the textbooks.

83. RIZVI, Nasir. Nazari Aur Amali Ta'aleem (Visual and Practical Education) --- Imroz (Lahore) January 21, 1977 (U).

One of the objectives laid down in our new educational policy (1976-80) is that the students would be provided all possible opportunities of participation in welfare and other related programs. Emphasis has also been laid on the participation of both the teachers and the students in social work.

There is no denying the fact that visual and practical education has assumed the highest importance in modern times. Education is no more confined to attending classes and studying textbooks. This is the era of competition and every student needs to be well-equipped with theoretical, practical, and visual education. Although the new education policy has given enough importance to visual and practical education, no steps have so far been taken to implement the policy recommendations in any institution.

EXAMINATION (Special Section)

84. ALI, Sajid. Fanni Ta'aleem Ka Me'yaar (Standard of Technical Education) --- Jang (Rawalpindi) February 4, 1977 (U).

The standard of technical education has been adversely affected

by the strikes of teachers in connection with their demands for an increase in their salaries and other benefits. The result was that the semester system failed to run its full course. However, this is not for the first time that the course has been cut short to the detriment of the students. It is a matter of great regret that the teachers pay no attention to their duties toward their students.

What is needed now is to streamline the whole system of examinations and to remove the defects that have crept into it. Right from the introduction of the semester system in the technical education up to date, the standard of education has shown no signs of improvement. On the other hand, it is positively deteriorating. It is not the students alone who are to blame. The teachers are none the less responsible for the mess.

85. HAKIM, Abdul. Imtehanaat Mein Najaiz Zarai Ka Istemaal (Use of Unfair Means in Examinations) --- Imroz (Lahore) February 12, 1977 (U).

The use of unfair means in examinations is ever on the increase in our country. Majority of students have nothing to do with the textbooks. They resort to trickery in examination halls mostly with the connivance of the invegilators. When honest students see that the culprits not only go scot-free but also pass with good marks, they follow. Thus the evil spreads quickly, and examinations become a joke. Since most of the invegilators are taken from among the teachers, the blame lies squarely on them. In schools, colleges and even in the universities, the use of unfair means has become rampant. Moreover, false certificates enjoy ready market, and if any such cases are brought to the notice of the authorities no serious steps are taken to curb this evil.

86. JALISI, M. Evaluation and its Allied Problems --- Dowlite (Karachi) 1976-77; 70-72. 1977.

While learning is the objective of teaching, and while the teacher acts as the key to the attainment of this objective, evaluation provides the final evidence of whether learning has been accomplished. In the case of medical education we should, before taking up the process of evaluation, try to determine the professional requirements of a doctor and the present method of evaluation.

Examination is a psychological interaction between the examiner and the examinee. The emotional side of the student also plays an important role in examination. There is a brief discussion of the prevalent system of examination in the field of medical

education. Some corrective measures are suggested and some recommendations are made for improving the present system of examination.

87. KHAN, Abdul Qadeer. Tareeqa-i-Imtehanat (Method of Examination) --- Akhbar-e-Jahan (Karachi) January 12-18, 1977 (U).

Following are some suggestions for the methods of examinations. If they are implemented, the standard of education might rise: 1) Care should be taken that questions do not appear and reappear after every couple of years in science subjects. 2) Questions should be so set that if the first part of a question is put one year, its second part is put the next year. 3) Awarding of the so-called grace marks should immediately be stopped, especially in science subjects. 4) No subject should be taught if the marks obtained in it are not counted for the purposes of fixing the division. 5) Teaching should be confined only to the subjects in which the students are to be examined at the end of that year.

88. KHOKAR, Masood. Imtehanat Mein Badunwanian (Malpractices in Examinations) --- Imroz (Lahore) January 7, 1977 (U).

The incidence of malpractices in examination halls has grown considerably during the past few years. The ratio of the students indulging in this unfair means is rising every year. It should be checked in good time.

The first need is to streamline the present system of examination. Viva voce test should also be taken along with the written examination. In order to make the students concentrate upon their curricular activities, the semester system should be introduced in all big and small educational institutions of the country. The use of unfair means is not limited only to colleges; it starts from the primary schools. It has also been noticed that preferential treatment of teachers toward certain students also promotes malpractices in the examination halls.

89. MOHAMMAD, Amir. Zarai University Lyallpur (Agricultural University Lyallpur) --- Musawat (Lahore) March 26, 1977 (U).

Agricultural University, Lyallpur is the only university in the country where the semester system has been started. The duration of one semester is 18 weeks, and the examination is held after every six weeks. The third is the final examination of the semester. The students are examined in the classroom. In addition to this, marks are allotted to the students for the work they are given to do out of the classroom. At least seventy-five per cent

attendance in every part of the semester is compulsory for every student.

The greatest benefit of the semester system is that it discourages the tendency in the students to memorize lessons from the books. The students became regular in their studies. It is rightly said that a student after completing his studies under the semester system becomes a better hand at farming.

90. NAQVI, Nasir. Talaba Aur Unkay Faraiz (Students and Their Duties) --- Mashriq (Lahore) February 18, 1977 (U).

The most unfortunate aspect of our education is that the students have forgotten their duties. They neither study seriously nor pay respect to their teachers. If we look at the root cause of their indifference toward their education it would appear that either they are misled by the prevailing chaotic political conditions in the country or they have lost all hope in their future. They are not sure that they would get any suitable employment after completing their education. The remedy lies in creating job opportunities for the educated people.

It is also necessary that our educational authorities should introduce semester system in colleges. This system has proved very useful and rewarding in the university. The reason is that under this system the students are kept engaged in their studies all the time. But before the introduction of the semester system in the colleges, care should be taken to make the libraries well equipped and to provide the teaching staff in the necessary strength.

91. NASIM, Tahir. Naya Ta'aleemi Nizam (New Educational System) --- Imroz (Lahore) January 28, 1977 (U).

The semester system was introduced in the Punjab University in 1975. It goes without saying that this is a good educational system, but the way in which this system is being handled here has not yielded the results expected of it. The trouble is that our social behavior is not positive, and we lack sense of responsibility. We should try hard to create the thirst for knowledge in our students and this is possible only if the semester system is introduced right from the primary classes. Moreover, the teachers should also be taught the sense of responsibility, which alone can persuade the students to repose confidence in them.

Attention should also be given to research work under the semester system, because this is the surest way for an

intelligent student to come into the limelight. The preparation of syllabi for the semester system is the responsibility of our teachers, because the success of the semester system rests finally on them.

92. NASIM, Tahir. Semester Sistam (Semester System) --- Nawai Waqt (Rawalpindi) January 25, 1977 (U).

The semester system is completing its first year in the Punjab University, but the desired results are still awaited. The basic reason of the failure of the system is that it was not introduced from the primary classes. It can be said with certainty that had this system been introduced from the primary classes instead of from post-graduate classes, the desired results could have been achieved. In order to make this system a success, we should create the closest relationship between the teacher and the student.

The reference books should be made available in time and in adequate numbers. More often than not, books are not available in the libraries, and the students have to suffer for no fault of theirs. The existing strength of the teaching staff should be raised.

93. NASIR, Nasir Ahmad. Ustaad Ki Izzat (Respect of Teachers) --- Musawat (Lahore) January 25, 1977 (U).

There has been a long-standing demand for drastic reforms in the educational institutions. But nothing seems to have been done so far to arrest the rot that has set in these institutions. The attitude of most of the students has become so rebellious that the teacher community feels itself unsafe at the hands of their pupils. Discipline seems to have completely broken down in the educational institutions, and the students have lost all respect for their teachers and the institutions.

The teachers too seem to have lost all interest in their duties. In the examination hall, unfair practices have become the order of the day. The inviligators, on their part, conveniently turn the blind eye to the misdeeds of the students in the examination halls. The invigilators are obviously afraid of the consequences of the strict performance of their duties.

94. SALIM, Agha. Semester Sistam Ki Nakami (Failure of Semester System) --- Imroz (Lahore) January 20, 1977 (U).

It was hoped that with the introduction of semester system in the

university, the standard of teaching would improve and the percentage of failure would fall. But this hope has never been realized so far. The reasons for this are many. First, the number of teachers has remained the same as it was before the introduction of the semester system. Secondly, the problem of the paucity of reference and other books in the university is still acute. Apart from this, few teachers are impartial while allotting marks to the students. Another problem for the students is irregularity in the matter of fixing the dates of semesters. The net result of all these evils is nothing but frustration in the student community.

95. SALIM, Mohammad. Medical Colleges --- Dawn (Karachi) January 11, 1977.

Even if we were to accept the contention that the N.C.C. scheme was introduced in good faith to provide a number of blessings to the students, such as the entitlement of the students to 20 additional marks for the purposes of admission to medical and engineering colleges, the scheme nevertheless came as a curse to those in whose colleges it was not introduced. These students who were sure of getting admission to medical or engineering colleges sheerly on the basis of their performance in the public examination, found the doors of higher education shut on them. The authorities should have introduced this scheme in all colleges before granting the concession of 20 marks for the purposes of admission. Even now they can withold the implementation of this decision for at least two years to come when all the colleges would be covered by this scheme.

96. SHAUKAT (Mrs.) Nasim. Ta'aleemi Jaiza (Educational Observation) --- In: Mubadiyaat-e-Ta'aleem, 103-123. Lahore, Sh. Ghulam Husain and Sons. 1976 (U).

Educational observation not only helps in the understanding of the attainments of a student, but also provides a measure of the effectiveness of the teaching methods, the fitness of the curriculum, and the knowledge of physical and mental development of the taught. Educational observation differs from examinations inasmuch as the latter are only a part of the observation process and are limited only to the quantum of attainment of subject knowledge. In brief, observation covers: 1) knowledge of the attainment in different subjects; 2) accomplishments; 3) behavior, habits and attitudes; 4) physical development; and 5) interest and activities.

The different methods of acquiring this knowledge are: 1) questions; 2) observation; 3) interviews; 4) discussions; 5) exercises; 6) class tests; and 7) standard tests. All these methods are discussed.

97. ZAFAR, Ahmad. Grades, Not Marks --- Dawn (Karachi) January 14, 1977.

The decision of the eleven Boards of Secondary Education to switch over from the system of awarding marks to that of awarding grades to the candidates up to the intermediate level no doubt stems from their professed desire to bring about qualitative changes in our educational system. But it will be pertinent to point out that the groundwork for such innovations should be adequately prepared if they are not to end up in a fiasco. It is not very clear whether it is proposed to overhaul entirely the system of evaluation currently in use, or whether the changes are to be merely in form and terminology. According to the report, six grades are to be used for the assessment of a candidate's academic ability in different subjects, and the internal evaluation is to be reported on the certificate along with the external assessment. But it is not clear as to which of the two evaluations, internal or external, will determine the final result in cases of acute disparity between the two.

98. ZAHID, Hassan Zeb. The Guess Papers --- Khyber Mail (Peshawar) November 27, 1976.

The government is doing its utmost to improve educational standards. It has framed a new educational policy with the object of creating the sense of hardwork and honesty among the students and teachers. Special attention has been given to the social status of teachers, and necessary facilities are being provided to both. These reforms are yielding positive results, and teachers are becoming conscious of their prestige and social status.

Some of our teachers, however, are still ignoring the ethics of their sacred profession and are busy making money at the cost of students. For example, some of the educationists and highly qualified teachers have taken to trading in translation books, test papers, and other so-called aids solely for the purpose of making money. These books have flooded the book market. The students, on their part, have lost no time in taking their short cut to success. They enjoy themselves for most of the year and just before the examination devour the printed notes and guess-papers. They pass the examination all the same. The Education Department should immediately ban the writing, publishing and sale of all such stuff.

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